

FOOTHILL COLLEGE

TRANSFER CENTER PLAN



APRIL 2016

Foothill College Transfer Center Plan

The Foothill College Transfer Center Plan was developed to outline the college's institutional commitment to student transfer as integral to providing opportunities for student success, especially increasing the transfer rate for students who are historically underrepresented. They include African-American, Latino, American Indian, Pacific Islander, disabled, veteran, foster youth and low-income students. This institutional priority is also well supported in the Foothill College Student Equity Plan (2015-16) and Educational Master Plan's (2016-22) goal to increase the transfer rate among disproportionately impacted groups: low-income, African-American and Latino students. The Transfer Center Plan is also a requirement of the California Education Code, Title 5, Section 51027 and highly endorsed by the California Community Colleges Chancellor's Office, as specified in the *California Community College Transfer: Recommended Guidelines* (Spring 2014).

Title 5

Minimum Program Standards as established in Section 51027, Title 5, Part VI of the California Code of Regulations

a) The governing board of **each community college district shall recognize transfer as one of its primary missions**, and shall place priority emphasis on preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

b) Each community college district governing board shall direct the development and adoption of a **Transfer Center Plan** describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students.

Recommendations set forth by Section 51027 of the Title 5 regulations incorporate required services, facilities, staffing, establishment of an advisory committee, and evaluation and reporting.

The Minimum Program Standards for Transfer Centers, Section 51027, were adopted by the Board of Governors in 1991.

Transfer Center History

The 1960 California Master Plan for Higher Education established transfer from community colleges to baccalaureate institutions as a central element in providing broad educational opportunity. Two major pieces of legislation with the focus for implementing transfer and articulation in California resulted in the development of a common intersystem general education core curriculum and transfer center funding (AB 1725) and a comprehensive system of transfer (SB121).

Assembly Bill 1725 (Chapter 973, Statutes of 1988) provided new direction and support for transfer function to California's community colleges. Emphasis was placed on improving transfer function and removing barriers to transfer.

Senate Bill 121 (Chapter 1188, Statutes of 1991) outlined desirable improvements in the operation of the transfer function in California public higher education. It established that a strong transfer function

is the responsibility of the University of California, the California State University and the California Community Colleges and underscored the importance of the three systems working together to ensure the smooth transition and educational goal completion of California's transfer students. Among its major provisions, the bill:

- Called upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses.
- Required the governing boards of the three public systems to develop and implement formal system-wide articulation and transfer agreement programs.
- Mandated the CCC Board of Governors, community college districts and individual community colleges to provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students."
- Directed the community colleges to give preference in transfer services to students from underrepresented backgrounds and economically disadvantaged families. "

The Student Transfer Achievement Reform Act (Senate Bill 1440, California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "Associate degree for transfer". The Associate of Arts for Transfer (AA-T) or the Associate of Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (ADTs) are guaranteed admission to the CSU system, but not to a specific major or campus.

Purpose of the Transfer Center

Transfer centers were established to strengthen the transfer function, and to increase the number of California community college students prepared for transfer to four-year institutions through the coordination of college transfer efforts. SB 121 further established that Transfer Centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled and first generation college students. While it is clear that Transfer Centers serve as the focal point of community college transfer activities, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty, and student services programs, in cooperation with the baccalaureate-level universities.

Foothill College Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness and sustainability.

Foothill College Transfer Center Mission

The mission of the Foothill College Transfer Center is to provide the necessary resources and services in

order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title 5, Section 51027 and to support the Foothill College mission of committing itself to providing access to outstanding education opportunities for all of our students.

Foothill Transfer Center Overview

For many years, the Transfer Center was negatively impacted by budget cuts, which resulted in the loss of both the Transfer Center director and a dedicated transfer counselor. During that time, the Transfer Center was staffed solely by one classified position, a Transfer Center Coordinator. General counselors, working in the Counseling Center, provided all transfer counseling. In some years, a retired counselor worked part-time during the fall quarter in the Transfer Center to assist with transfer counseling. With support and advocacy from both the Foothill Transfer Workgroup and the Academic Senate, the college main participatory governance committee, Planning and Resource Council (PaRC), was urged to ensure that transfer center staffing was aligned with the California Community College Chancellor's Office recommendations. As a result, the faculty position of the Transfer Center Director/Counselor was reinstated in January 2016. Funding was provided through the Student Success and Support Program (SSSP) grant.

Foothill Transfer Center Staffing

- One full-time Transfer Center Director/Counselor: 50% Transfer Center Direction & 50% counseling duties (faculty position) – started 01/2016
- One full-time Transfer Center Coordinator (classified staff position)
- One full-time Administrative Assistant (classified staff position) – started 05/2015
- One retired counselor (Article 19) – fall quarters only, for a limited time

Foothill Transfer Center Layout

The Transfer Center is conveniently located in the Student Services Building, adjacent to the Foothill College Counseling Center and in close proximity to many other student services. The Transfer Center houses the faculty and staff who work to support and carry out the Center's mission. Transfer related workshops are conducted in the Center or in the adjacent classroom. University representatives also meet with students in available cubicles. The Transfer Center provides transfer services to students year round.

Foothill Transfer Data

Tracking transfer data is a challenging task, because transfer is not an isolated educational goal nor does it have its own cohort. Some transfer data are available to community colleges only after the students have transferred. The UC and CSU systems provide data on the numbers of students offered admission and admitted annually from each California community college. Unfortunately, only the UC system provides data on the numbers of students who had applied to the UC campuses. The lack of data regarding the number of applicants to the CSU system makes it challenging to measure Foothill's success in meeting the Title 5 mandate of establishing target increases in the number of applicant to the CSU campuses. For out-of-state and private colleges, transfer data are available by way of the National Student Clearinghouse (NSC) (as submitted by the CCCCCO). Note that the main limitation of the NSC match is that colleges are required at minimum to report transfer students who receive financial aid.

With growing concerns for student privacy, it is certainly possible increasing numbers of colleges only report what is minimally required. In light of such data challenges, the Foothill College Institutional Research and Planning (IR&P) department plays a key role in collecting and analyzing data for the Transfer Center. Having reliable and current transfer data serves an important function in assessing the Transfer Center's effectiveness in meeting the mission of increasing the transfer rate of underrepresented students as required by Title 5.

Table 1. Foothill College Student Headcount by Ethnicity, 2014-15

Ethnicity	Students	Percent (%)
American Indian/Alaskan Native	53	<1%
Pacific Islander	172	1%
Filipino	951	3%
African-American	979	3%
Multi-Ethnicity	1,403	5%
Unknown	1,876	7%
Hispanic (Latino)	6,305	22%
Asian	6,934	25%
White Non-Hispanic	9,606	34%
Foothill Total	28,279	100%

Source: <http://datamart.cccco.edu/>

Table 2. Foothill College Student Transfers to the California State University (CSU) System by Gender & Ethnicity, 2014-15.

Gender	African American	American Indian	Asian American	Hispanic	Non-Resident Alien	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	Grand Total
M	3	0	28	29	33	1	11	7	47	159
F	2	2	30	36	25	1	14	9	50	169
Total	5	2	58	65	58	2	25	16	97	328

Source: <http://asd.calstate.edu/cc/index.asp>

Table 3. Foothill College Student Transfers to the California State University (CSU) System by Gender & Ethnicity, 2013-14.

Gender	African American	American Indian	Asian American	Hispanic	Non-Resident Alien	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	Grand Total
M	5	0	40	27	21	0	17	13	58	181
F	10	2	30	47	29	0	11	9	63	201
Total	15	2	70	74	50	0	28	22	121	382

Source: <http://asd.calstate.edu/cc/index.asp>

Table 4. Foothill College Student Transfers to the California State University (CSU) System by Gender & Ethnicity, 2012-13.

Gender	African American	American Indian	Asian American	Hispanic	Non-Resident Alien	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	Grand Total
M	5	0	31	20	29	0	5	10	65	165
F	5	0	35	39	26	2	9	11	57	184
Total	10	0	66	59	55	2	14	21	122	349

Source: <http://asd.calstate.edu/ccs/index.asp>

Table 5. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2014 – 2015.

	All	African American	American Indian	Hispanic/Latino	Asian	White	International
Applicants	792	18		64	216	181	281
Admits	578	12		39	148	124	229
Enrollees	428	6		24	115	92	171

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>

Table 6. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2013 – 2014.

	All	African American	American Indian	Hispanic/Latino	Asian	White	International
Applicants	753	11		61	203	183	271
Admits	555	8		33	139	124	232
Enrollees	429	5		25	105	88	190

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>

Table 7. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2012 – 2013.

	All	African American	American Indian	Hispanic/Latino	Asian	White	International
Applicants	731	22		46	207	180	253
Admits	556	15		33	144	130	217
Enrollees	412	11		17	111	100	163

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>

Table 8. Foothill College Student Transfers to In-State Private (ISP) and Out-of-State (OoS) Institutions, 1994-95 to 2014-15.

	1994-1995	1995-1996	1996-1997	1997-1998	2011-2012	2012-2013	2013-2014	2014-2015
In-State-Private (ISP)	1	2	11	39	145	185	139	124
Out-of-State (OOS)		10	18	40	193	227	244	239
Foothill Total	1	12	29	79	338	412	383	363

Source: California Community Colleges Chancellor's Office
ARCC Transfer Volume Summary Report

Per the 2015 Student Equity Plan, the college transfer rate for Foothill is 54%, and yet a closer look at the transfer rates show disparate outcome rates across different student groups (Transfer Velocity Project). When reviewing the transfer trends over the last three years (2012 – 2015), it appears that African American, Latino and low-income students transfer at lower rates compared to their Asian and Caucasian student peers. An examination of the CCCC Data Mart queries, including the Enrollment Status Summary Report, Transfer Velocity Project and Student Success Scorecard ranked the lowest transfer rate at Foothill College to be among Pacific Islander, American Indian, African American and Latino students.

A review of the UC transfer data shows a decreasing trend of African American and White Non-Latino students being admitted to UC campuses in the past three years (Tables 5 – 7). Another trend observed is the dramatic rise of transfer rate to private in-state and out-of-state colleges (Table 8). Over the last two decades, the total number of transfer students was 1 student in 1994-95 and 363 transfer students by 2014-15. As the UC and CSU systems continue to be impacted and these institutions become less accessible to students, more are transferring to the private and out-of-state colleges as a viable option. This phenomenon is reflected by UC San Diego's (public) termination of its Transfer Admission Guarantee (TAG) and with increasing numbers of Foothill students transferring to private colleges in California and out-of-state colleges.

According to the Student Success Scorecard (2008-09 cohort), disabled students compose of 5% while low-income students compose of 28% of all Foothill transfers. In contrast, there is a higher transfer rate among international (F1) students transfers when compared to other domestic students. In recent years, the UC system has differentiated international student transfers as one ethnicity (Tables 5 – 7). Transfer data for the past three years (2013 - 2015) indicates that the top transfer destinations for Foothill students include: #1) UC System, #2) CSU System, #3) out-of-state, and #4) In-state privates (Tables 2 - 8).

As stated in both the Foothill College Educational Master Plan and Student Equity Plan, a key institutional goal is to increase the transfer rates among African American, Latino and low-income students. A comparison of the transfer rate disaggregated by ethnicity, gender and special populations (e.g. foster youth, disabled, low income and veterans) indicate that among first-time new students there is a negative percentage rate gap among African Americans (-15%), Latinos (-16%) and low-income (-10%) students when compared to the overall college rate (54%).

The Transfer Center aims to support the Student Equity Plan and close the transfer equity gap by collaborating with the Foothill College Student Equity Workgroup, Student Success and Retention Team, and Student Learning Outcome Committee, helping facilitate the assessment of ADT learning program

outcomes. The Transfer Center will focus on increasing the number of students applying for and attaining the ADT, with particular emphasis on African American, Latino and low-income students. Additionally, the Center will work with IR&P to better identify students with transfer potential (students on various points along the transfer pathway) and contact them, providing opportunities for transfer counseling, in a more systematic integrated manner. Together, these activities support the Educational Master Plan's equity goal by implementing activities that aim to improve the achievement of student outcomes (in this case, transfer) among those populations experiencing disproportionate impact.

Recommended Guidelines for Transfer

In 1997, the State Chancellor's Office established the Recommended Guidelines for Transfer. These guidelines help to create campus wide goals that support Transfer Centers and a strong transfer culture. Following these guidelines, the Foothill College Transfer Center Plan has developed a set of institutional transfer goals that are specific to the Foothill campus.

Foothill Transfer Center Plan Goals

1. Identify and increase the number of students who choose transfer and are prepared to transfer, with a special focus on supporting the needs of those population groups experiencing disproportionate impact.
2. Increase the percentage rate of students from population groups experiencing disproportionate impact who establish transfer as their educational goal and who actually transfer.
3. Work with campus governing boards, administrators, academic and classified senates, to ensure that student transfer is a college-wide high priority.
4. Revise campus policies and procedures as needed to strengthen and clarify the transfer process for the campus.
5. Through the Counseling Department, Transfer Center, and all programs that support transfer students, ensure that students obtain accurate and timely counseling, transfer information, and services.
6. Systematically evaluate the effectiveness of the Transfer Center.

TABLE 9. Goal 1: *Identify and increase the number of students who choose transfer and are prepared to transfer, with a special focus on supporting the needs of low-income and underrepresented students.*

OBJECTIVE: Improve outreach efforts to increase student awareness of the transfer process and transfer readiness particularly for students from low-income and underrepresented backgrounds.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
A. Promote transfer awareness & readiness by providing presentations, workshops, activities, and counseling support to classrooms and cohort programs which serve predominantly low-income and underrepresented students; and implement an annual "Transfer Awareness Month" and "Transfer Information Night".	Transfer Center Director & staff, counselors	Quarterly	Data of students being served, by ethnicity	Collaborate with Articulation Office & Honors Institute
B. Work with Institutional Research & Planning (IR&P) to identify low-income and underrepresented students with transfer potential; and provide intrusive transfer counseling to ensure students are meeting the goals of the transfer pathway.	Transfer Center Director & counselors	Quarterly	List of students contacted & served, disaggregated targeted group indicators	Aligned with Student Equity's Transfer Goal
C. Transition First Year Experience (FYE) students to the Transfer Center after the first year to provide continuity of supportive services: transfer services, counseling, and the UC Davis Transfer Opportunity Program (TOP).	FYE counselor & Transfer Center Director	Annually	Increased FYE students applying to transfer	FYE is a Student Equity Plan initiative
D. Continue partnership with College Track, which collaborates with K-12, community colleges, and 4-year universities to provide access and support to underrepresented high school students through college graduation.	Transfer Workgroup & Transfer Center	Annually	Transfer data of College Track students at FH	

TABLE 10. Goal 2: *In conjunction with four-year university systems, increase the percentage of low-income and underrepresented students who establish transfer as their educational goal and who actually transfer.*

OBJECTIVE: By 2022, increase the transfer rate of Foothill's targeted transfer students (low-income, African-American, Latino) by decreasing the achievement gap among these three groups by 5 percentage points. The transfer rate for Foothill College is 54%. The transfer achievement gap is -15% for African American students, -16% for Latino students and -10% for low-income students.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
A. Collaborate with the University of California (UC), California State University (CSU), Historically Black Colleges & Universities (HBCU), Association of Independent California Colleges & Universities (AICCU), Honors Transfer Council of California and the Western Undergraduate Exchange (WUE) systems to maximize transfer services; and coordinate with university representatives to offer services to FH's targeted student populations: drop-in, appointments, transfer workshops & university campus visits.	Transfer Center Director, Articulation Office	Quarterly	Data of student participants, esp. low-income & targeted populations	
B. Promote the Honors Institute as a transfer pathway to selective UC campuses for FH's targeted transfer students, especially qualified low-income & underrepresented populations.	Transfer Center Director, Honors Institute	Quarterly	Document student participation in partnerships (UCLA TAP & UCI Honors)	
C. Streamline TAG and ADT process by standardized eligibility assessment and counseling needed throughout the application and admission process.	Transfer Center Director & staff, counselors	Spring & Summer quarters	Increased students obtaining TAGs & ADTs from targeted students	TAG, CSU, UC application filing periods: August-November
D. Partner with Early Alert Program to provide intrusive counseling to FH's targeted transfer students in first & second year to support course and transfer completion.	Transfer Center Director & staff, counselors	Quarterly	Numbers of targeted students in Early Alert	Support Student Equity Plan's goals

TABLE 11. Goal 3. *Work with campus governing boards, administrators, academic and classified senates, to ensure that student transfer is a college-wide high priority.*

OBJECTIVE: Various administrators, faculty and staff with a vested interest in transfer, will work closely with participatory governance groups, administrators, college-wide work groups to inform and advise the College community about transfer issues and developments.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
<p>A. Provide professional development regarding state of transfer (and transfer pathways) to college faculty and staff:</p> <ol style="list-style-type: none"> 1. Informational workshops (e.g. College opening day, New Faculty Orientation) 2. Partnerships with four-year colleges/universities (e.g. UCD TOP contract) 3. Reports as part of participatory governance (e.g. Transfer Workgroup goals, Planning and Resource Council, Student Success Collaborative, Student Success & Support Program (SSSP), etc.) 4. Documentation related to ongoing Transfer Center Plan initiatives and goals (e.g. Transfer Celebration, Transfer Day Fair, etc.) 	Transfer Center Director; Transfer Workgroup	Annually	Number of events, disaggregated by type/topic; documenting participant engagement and feedback;	Aligned with Transfer Workgroup goals
<p>B. Collaborate with Transfer Workgroup, Transfer Center, Counseling, Articulation, Honors Institute, Early Alert and the Student Success & Retention Team</p> <ol style="list-style-type: none"> 1. Information sharing and dissemination 2. Identify student needs as related to the transfer process 3. Use data from local, state and national resources to better understand current and emerging transfer trends 	Transfer Workgroup	Quarterly	Identify transfer needs; document meeting minutes and goals	Transfer is an important institutional goal in these groups
<p>C. Collaborate with the Student Equity Workgroup to promote transfer information and opportunities, such as college visits to Historically Black Colleges & Universities (HBCUs).</p>	Transfer Director	Quarterly	Increase opportunities for low-income students to visit college campuses	

TABLE 12. Goal 4. *Revise campus policies and procedures as needed to strengthen and clarify the transfer process for the campus.*

OBJECTIVE: The Transfer Center and Articulation Office will review policies and procedures to ensure that all are aligned with supporting transfer goals.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
A. Work with Admissions & Records, Evaluation Office and Counseling to streamline an efficient process for petitioning and tracking ADT verification to the CSU system.	Transfer Center Director, Dean of Counseling	Annually	Streamline process with increase in ADT petitions	ADT verifications ensure priority consideration for admission
B. Collaborate closely with the Articulation Office and Instructional Deans to ensure that major courses needed for transfer (e.g. ADTs, lower division major courses, and general education) are articulated and available to students to ensure that students are able to complete their ADT degree and transfer goal in an efficient and timely manner.	Transfer Center Director, Articulation Officer, Deans	Quarterly	Annual posting of when major courses are offered for each ADT degree	Counselors & students can plan more effectively towards transfer
C. Collaborate with the Articulation Office in presenting to the College Curriculum Committee, instructional departments and new faculty orientations, the importance of aligning curriculum development with transfer guidelines to increase the numbers of courses approved for ADTs and transferable to baccalaureate institutions.	Transfer Center Director, Articulation Officer	Quarterly	Increased numbers of courses for ADT and transfer	
D. Collaborate with the Articulation Office in providing accurate and timely exam credit information regarding Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), in an effort to ensure consistency with transfer institutions guidelines.	Transfer Center Director, Articulation Officer	Annually	Official information published in the FH catalog	
E. Monitor transfer-related information in the college documentation, such as the catalog and websites for the FH Transfer Center, ADT, and Counseling to ensure currency.	Transfer Center Director & Coordinator	Quarterly	Consistent & updated transfer information published	

TABLE 13. Goal 5. *Through the Counseling Department, Transfer Center, and all programs that support transfer students, ensure that students obtain accurate and timely counseling, transfer information, and services.*

OBJECTIVE: The Transfer Center will be responsible for providing accurate and most updated transfer information to counselors and students, particularly low-income and underrepresented students.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
A. Collaborate with the Financial Aid Office and Outreach to promote college affordability by informing students about financial aid opportunities (e.g. UC Blue and Gold Opportunity, CA Dream Act, etc.)	Transfer Center Director, Financial Aid Director, Outreach Coordinator	Quarterly	Sessions focusing on financial aid, participating students demographics	
B. Disseminate transfer information to appropriate offices and programs, such as providing regular UC TAG updates to counselors (includes presentations and emails).	Transfer Center Director	Quarterly	Document information, pathways to communication	
C. Provide transfer-related workshops that inform the transfer application process, specifically targeting low-income, veterans, foster youth and Disability Resource Center (DRC) students.	Transfer Center Director	Quarterly	Student participant demographics	
D. Ensure that Foothill College is represented at regional and statewide transfer meetings and conferences (e.g. UC TS, CSU, Western Association for College Admission Counseling (WACAC), etc.)	Transfer Center Director, counselors	Quarterly	Document numbers of conferences & meetings attended	
E. Collaborate with Marketing to employ multi-faceted approach to disseminate transfer information.	Transfer Center Director & Coordinator	Quarterly	Establish "transfer corner" in student newsletter; establish communication plan to contact students	

TABLE 14. Goal 6. *Systematically evaluate the effectiveness of the Transfer Center.*

OBJECTIVE: The Transfer Center will provide regular and on-going assessment for program effectiveness and gather data for: 1) annual Transfer Report, which is sent to the State Chancellor's Office, 2) college program reviews, 3) Foothill Transfer Center Plan, which coincides with the 6-year accreditation cycle.				
ACTIVITIES	Responsible Position	Timeline	Evaluation	Comments
A. Identify metrics that can measure Transfer Center efforts, and to gather data for Transfer Center reports & program reviews.	Transfer Center Director, Counseling, Office of Instruction, Student Equity Workgroup, Transfer Workgroup, Student Success & Retention Team	Quarterly	At least three metrics identified to track impact of Transfer Center efforts	Aligned with the Student Equity Plan's goal for transfer
B. Create SA-SLOs for Transfer Center activities and workshops.	Transfer Center Director & staff	Annually	Metrics demonstrating impact of Transfer Center efforts	
C. Collect data regarding number of students accessing services at the Transfer Center (using SARS scheduler); and collaborate with IR&P to aggregate student data and determine the numbers of low-income and underrepresented students utilizing the Transfer Center.	Transfer Center Director, IR&P	Annually	Document student engagement with Transfer Center, disaggregated by targeted populations	Revise interventions based on data to better serve targeted student groups

**FOOTHILL COLLEGE TRANSFER CENTER
PRIORITY FOCUS FOR EACH QUARTER**

FALL QUARTER (mid-September – December)

This quarter will focus on preparing students for the Transfer Admission Guarantee (TAG) and the CSU/UC application filing period.

Activities	Counseling	Events	Workshops	Other
Drop-In Application Assistance	Counseling Appointments	Transfer Day & Admissions Workshops	Transfer Admission Guarantee (TAG)	Annual Transfer Center Report to Chancellor’s Office
Drop-In TAG Assistance	Counseling Drop-In		UC and CSU Applications	Review TAGS (UC Davis and UC Santa Cruz)
Personal Essay Reviews			How to Write the Personal Essay	Finalize Program Review
College Representative Visits			Create Workshop Calendar, Update Website, Request Flyers	Transfer Workgroup
Table at Events, including Heritage Month Activities				Train Peer Advisors
Present to CNSL 5 classes				Document SARS Data

**FOOTHILL COLLEGE TRANSFER CENTER
PRIORITY FOCUS FOR EACH QUARTER**

WINTER QUARTER (January – March)

This quarter will focus on assisting students with the UC and CSU updates/supplemental forms, applying to private and out-of-state colleges, and processing the Associates Degree for Transfer CSU verifications.

Activities	Counseling	Events	Workshops	Other
Drop-In Common Application Assistance	Counseling Appointments	UC Davis Bus Trip	Common Application	ADT Verifications
Drop-In Assistance with UC/CSU Updates	Counseling Drop-In		Next Steps for UC, CSU	Division Meetings/Workgroup Presentations
Personal Essay Reviews			Create Workshop Calendar, Update Website, Request Flyers	Document SARS Data
College Representative Visits				Transfer Workgroup
Table at Events, including Heritage Month Activities				
Present to CNSL 5 classes				

**FOOTHILL COLLEGE TRANSFER CENTER
PRIORITY FOCUS FOR EACH QUARTER**

SPRING QUARTER (April – June)

This quarter will focus on preparing students for the transfer process as well as assisting those students transferring in the Fall Quarter.

Activities	Counseling	Events	Workshops	Other
Drop-In Common Application Assistance	Counseling Appointments	International Student Transfer Fair	Pre-Planner Transfer Admission Planner (TAP)	Update Transfer Center Brochure
Personal Essay Reviews	Counseling Drop-In	Transfer Awareness Month (May)	Transfer Admission Guarantee (TAG)	Work with marketing to create posters and flyers for Transfer Awareness Month
College Representative Visits	Graduation Petition Open House (AA/AS/ADT)	Transfer Center Open House	Next Steps for UC & CSU Admits	Make nametags for faculty and staff for Transfer Awareness Month
Table at Events, including Heritage Month Activities	TAG Open House	High School Parent, Student & Counselor Transfer Information Night	Common Application	Plan Transfer Achievement Celebration
Present to CNSL 5 and campus classes to promote Transfer Awareness Month		Transfer Achievement Celebration	ADT Workshop	Transfer Workgroup
			Western Undergraduate Exchange (WUE)	
			Create Workshop Calendar, Update Website, Request Flyers	

**FOOTHILL COLLEGE TRANSFER CENTER
PRIORITY FOCUS FOR EACH QUARTER**

SUMMER (July – mid-September)

The summer will focus on preparing students for the Transfer Admission Guarantee (TAG) as well as tabulating our activities in SARS to prepare for the annual Transfer Report and Program Review. The summer is also the time to assist students with spring transfer and plan for Transfer Day.

Activities	Counseling	Events	Workshops	Other
Drop-In Application Assistance	Counseling Appointments		Transfer Admission Guarantee (TAG)	Renew TOP Contract with UC Davis
College Representative Visits	Counseling Drop-In		UC and CSU Applications	Train Peer Advisors
Present to CNSL 5 classes			How to Write the Personal Essay	Document SARS Data
			Create Workshop Calendar, Update Website, Request Flyers	Plan for Transfer Day
				Coordinate Workshops with Honor's Program